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THE
INDEPENDENT
PRIMARY READER
BY
J. Madison Watson



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CHARLES HERBERT THURBER



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The Object Lesson. — A Hat.

INDEPENDENT

PRIMARY READER:

AN ALTERNATIVE OF THE

INDEPENDENT FIRST READER.

BY J. MADISON WATSON,

*Author of the National and the Independent Readers, Spellers, and Primers;
Hand-Book of Gymnastics; Manual of Calisthenics; Tablets, etc.*



A. S. BARNES & COMPANY,
NEW YORK, CHICAGO, & NEW ORLEANS.

duc. T. 75877

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CHARLES HERBERT THURBER
Jul. 26, 1927

TO TEACHERS.

SUCCESS is only secured by faithful and wisely directed efforts. Let the instructor determine from the first what method to employ—whether the alphabetic, or a combination of the phonetic and the alphabetic; the word system, the sentence system, a combination of the two—or a union of the best features of all.

The Alphabet at first should be taught with special reference to the illustrations, and not alphabetically. Commence with a familiar object—for example, a *cat*: direct the attention of the child to the *picture*; then to the *word-picture*, or printed word; and then to the *initial letter* of the word. In like manner, teach *a* in *ax*, and *t* in *top*. Finally, show the child that *c*, *a*, and *t* form the word *cat*. Or, teach the alphabet in connection with the reviews, as directed on page 20. The letters should be taught alphabetically; but let this be done gradually and without special effort.

The Readings, in large classes, should at first be printed on the blackboard and there mastered. Then let each pupil read the lesson from the book. In following the word system, the instructor will first read the sentences from the book, having only separate words printed on the board. After these are learned by the pupils, connected sentences will be read. In the sentence system entire sentences are first taught, and then the lists of words of which they are composed.

AUTHORS and PUBLISHERS are cautioned against the use, in their publications, of the original material, classifications, arrangements, methods, and other features of the Independent Readers.

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PREFACE.

READILY acceding to the views of many earnest and eminent educators, this primary work is issued as an alternative of the "Independent First Reader," and a fit introduction to any course of instruction in reading. It combines the essentials of a primer and a first reader, including object lessons, and affords like advantage for use with the alphabetic or phonetic methods, or the word or sentence systems.

Its Alphabet is illustrated with twenty-six pictures of simple objects, uniform in size; and the names of the objects are given, both in common print and in written characters. This is immediately followed by a general alphabet in the usual form, and a key of Webster's marked vowels—the only marked letters used through the book.

The Readings of Part First contain easy words, and illustrations of familiar and pleasing objects. In order at the beginning to secure the

PREFACE.

utmost simplicity practicable, in the first eighteen lessons the vowels represent only their short sounds, thus avoiding nearly all silent letters and other irregularities.

Reviews are uniformly given. After two general reviews, arranged with reference to the formation of the words, the lessons in advance and the reviews alternate, and face one another—each lesson occupying a page. Thus is exhibited, at a single opening of the book, the illustrations and new words of the two lessons. The last three reviews are printed *in writing*.

The Readings of Part Second that are not wholly original are adaptations of standard fables, and other clever tales, rewritten in simple monosyllables. Only a portion of the words arranged in the lists for exercises in pronunciation and spelling are new.

This book aims, by the fitness of its lessons and the beauty of its illustrations, to awaken the greatest interest possible to childhood, consistent with such guidance as tends to a gradual and systematic educational development.

NEW YORK, *September*, 1875.

PART I.
THE WORD SYSTEM.

THE ALPHABET.¹



¹ The Alphabet at first should be taught with special reference to the illustrations, and not alphabetically. Commence with a familiar object—for example, a *cat*. Direct the attention of the child

to the *picture*; then to the *word-picture*, or printed word; and then to the *initial letter* of the word. In like manner, teach *a* in *ax*, and *t* in *top*. Finally, show the child that *c*, *a*, and *t* form the word *cat*.

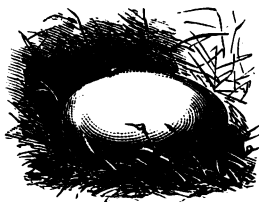
Dog D



dog d

*Dog D**dog d*

Egg E



egg e

*Egg E**egg e*

Fan F



fan f

*Fan F**fan f*

Gun G



gun g

*Gun G**gun g*

Hen H



hen h

*Hen H**hen h*

Ink I



ink i

*Ink I**ink i*

Jug J



jug j

*Jug J**jug j*

Kid K



kid k

*Kid K**kid k*

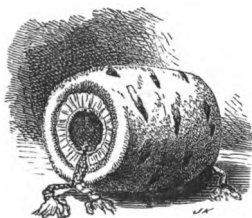
Lamp L

Lamp

lamp l

lamp l

Muff M

Muff

muff m

muff m

Nest N

Nest

nest n

nest n

Ox O

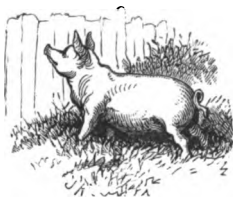
Ox

ox o

ox o

Pig

P

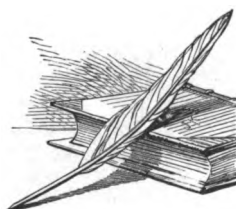


pig

p

*Pig**P**pig**p*

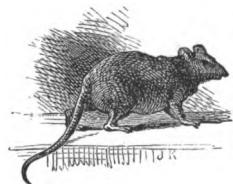
Quill Q



quill q

*Quill Q**quill q*

Rat R

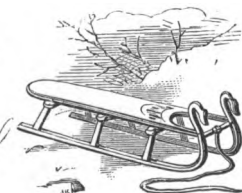


rat

r

*Rat R**rat**r*

Sled S



sled

s

*Sled S**sled**s*

Top T

Top T

top t

top t

Urn U

Urn U

urn u

urn u

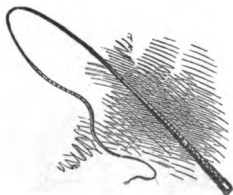
Vat V

Vat V

vat v

vat v

Whip W

Whip

whip w

whip w

Fox

X



fox

x

Fox

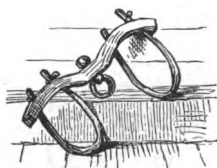
X

fox

x

Yoke

Y



yoke

y

Yoke

Y

yoke

y

Zebra

Z



zebra

z

Zebra

Z

zebra

z

 FIGURES.

1 2 3 4 5 6 7 8 9 0

THE ALPHABET.

a	A	j	J	s	S
b	B	k	K	t	T
c	C	l	L	u	U
d	D	m	M	v	V
e	E	n	N	w	W
f	F	o	O	x	X
g	G	p	P	y	Y
h	H	q	Q	z	Z
i	I	r	R	&	&

MARKED VOWELS.

ā in āge	ē in wē	ō in bōx
ǎ in hǎt	ě in hěn	ọ in ọ
ä in ärm	ẽ in hěr	ū in tūne
ạ in ạll	ī in īce	ũ in cũp
â in âir	ỉ in tỉn	ụ in ụll
à in àsk	ō in òld	

WORD SYSTEM.

I. SHORT VOWELS.

LESSON I.

can

it

a can¹

is



Is it a can? It is a can.

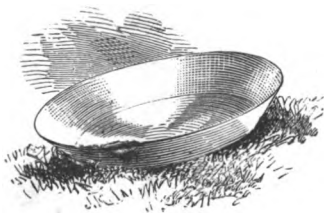
LESSON II.

pan

tin

a pan

big



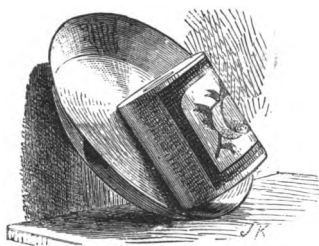
Is it a pan? It is.

It is a tin pan. It is big.

¹ The Word **A**, *a* in *ask*, should be spoken lightly *with* the word

following, like an unaccented syllable ; as, *a-can'*, *a-go'*, etc.

LESSON III.



and in with

A pan and a can

A can in a pan.

A can with a pan.

Is it a tin can with a big tin pan? It is.

A tin can is in a big tin pan.

LESSON IV.

an
man
has



ax
an ax
his

It is a man. Is it an ax?

A man has an ax. It is his.
It is a big ax.

LESSON V.

ran as did Bel Lot



Bel ran. Lot ran.

Bel and Lot ran.

Lot ran, and Bel
ran with Lot.

Bel ran as Lot ran. Lot ran as
Bel did.

LESSON VI.

fan sit

Bel has a fan.

Has Lot a fan?

Bel can fan Lot.



It is a big fan. Can Lot fan
Bel with it?

Bel can sit and fan Lot with it.

LESSON VII.

REVIEW.¹

ă		it
ăn		sit
făn		in
căn		tin
păn		is
răn		his
măn		did
ăs		big
hăs	ănd	ăx
	Běl	Lõt
		with



Bel ran as Lot did. Bel and Lot can sit with a man.

A man has an ax. Is it his fan?
Is a tin can in a big tin pan?

¹ In Review Lessons, teach as, What is placed after *ă* to form the names and the sounds of the *ăn*? before *ăn* to form *făn*? be- letters, by the use of questions; fore *în* to form *tîn*, etc.

LESSON VIII.

hat	cap	had	Ann	on
sat	lap	bank	Ned	not



Ann and Ned sat on a bank.

Ann had a fan. Ned had a pan
on his lap.

Ann had not a hat. Ned had
not his cap.

LESSON IX.

at cat pat bad pet Ben
fat rat Tab glad met the¹



Ben can pat his pet cat. Tab is not a bad pet.

Tab met a big fat rat. Tab ran at the rat.

Ben is glad Tab has the rat.

¹ The, except when *emphatic*, should be pronounced *thū*, before a word beginning with a consonant sound.

LESSON X.

REVIEW.

ă	răt	băd	căp	păt
ăt	păt	hăd	lăp	ôn
făt	săt	lăd	Băn	nôt
căt	Ann	glăd	Ned	ŭp
hăt	Tăb	bănk	măt	the



Ben is a fat lad.

Tab is his cat.

Tab met a rat.

The rat sat up.

The pet cat ran

at the big rat, and it ran.

Ben is glad his cat had the rat.

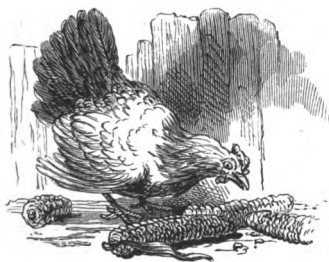
Ben can pat Tab, on his lap.

Ann and Ned met Ben.

Ben had a bad hat. His cap is not bad. It is on a bank.

LESSON XI.

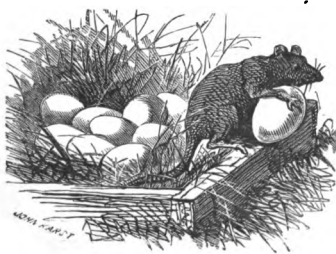
fēd sēt ěgg wĕll nĕst
rĕd tĕn gŏt Nĕll wĕnt
yĕs hĕn ŏff lĕft was (wŏz)



Nell had a hen.
The hen was red.
Nell fed the hen.
Was not the hen
well fed? Yes.



The red hen had
a nest.
An egg was in it.
Nell left the egg.
It was a nest-egg.



Nell set the hen
with ten eggs.
The hen went off.
A rat got an egg.

LESSON XII.

REVIEW.

bǒx	Dǐx	gĕt	bŭt
fǒx	lǒst	thĕn	thŭs

Nell Dix had a red pet hen.
The hen was well fed and fat.

The hen had a nest in a box, and
an egg. Nell left the hen a nest-egg.

Nell set the pet hen, with ten
eggs; but the hen left the nest.



The hen went off,
and then a rat
got the eggs.

A red fox met the
hen. Did it get
the hen?

Yes; and then the fox ran off.
Thus Nell lost a hen and ten eggs.

LESSON XIII.

fish will if tub sink
dish give kid much milk
ship live fun swim drink



Ben has a fish.
It can swim and
live in a dish.
Ben can give Ann
this fish.



Ben has much fun
with his ship.
It is in a tub.
It will not sink
in the tub.



Ann has a kid.
If Ann get a pan
of milk, the kid
will drink.

LESSON XIV.

REVIEW.

ill

fill

pig

hog



If Ben is ill, a man will give the hog milk. A hog is a big pig.

Ann will get the kid drink.

If Ben fill the big dish, his fish can swim and live in it.

Ben had much fun with a ship in a tub. It did not sink.

LESSON XV.

röd frög söft löng slim
dög fōnd Spöt rōck hūnt
lög pōnd Jōhn möss jūmp



John Fox is fond
of his dog Spot.
John can hunt with
this dog.



A big frog was on
a rock, in a pond.
Spot went in, with
a jump; but the
frog got off.



Soft moss is on a log.
John can sit on the
log, and fish.
His rod is long and
slim.

LESSON XVI.

REVIEW.

õx	Dõn	shěd	Bűck
lõt	dũn	thěm	one (wũn)



John has a dun ox
and a red one.

Buck is the dun ox.

Don is the red ox.

Don is in a shed.

Buck is in the lot.

Spot, the dog, can
hunt Buck.

Buck is fond of
Don. John got a log with them.

A frog was on a rock in a pond. It
got off with a jump, as Spot went in.

John will sit on the soft moss,
and fish with a long, slim rod.

LESSON XVII.

ŭp sŭn hĭm wĭsh lĕt
cŭp gŭn Hĭll spring hăve
jŭg Dăn Dĭck drŭm frŏm



Dan Hill was up
with the sun.

Ann got him a
cup of milk.

Dan has fun with
his drum and
his gun.

Dick, the man, is
at the spring.
Dick can fill a jug.
If Dan wish a
drink, Dick will
let him have it
from the jug.



LESSON XVIII.

REVIEW.

hŭt shŭt dŭck come front



Dick shut up his hut. A pig
is in front. A duck is in a tub.

The sun is up, and Dick is at
the spring. Let him fill a jug.

Dan Hill will come with drum
and gun. Fill his cup from the jug.

Let him have fun, if he wish it.

II. OTHER VOWELS.

LESSON XIX.

dāy Jāy rāce wīn I
 hāy Rāy rāke bārn gō
 sāy wāy mādē fārm hōt



Ned Ray is on
 a farm.

The day is hot.
 The hay is made.
 Ned will rake it.
 Then it can go
 in the barn.

Dan and Jay ran
 a race.

Dan lost his hat
 on the way.

Did Jay win?
 I can not say.



LESSON XX.

REVIEW.

Kāte bābe lāke cāme sāl



Kate Ray has the babe. The
farm dog came with them.

A ship can sail on the lake.

If Jay and I race, on the way
from the lake, I say I can win.

Rake the hay, made this hot
day. Then it can go in the barn.

LESSON XXI.

hē Nēal gāve rīpe tō
sēe sĭck äunt pēach boy
hēre Frĕd lāwn lŭnch cōol



Fred Neal had but one ripe peach. He gave it to a sick boy.

Then his aunt let him and Ann have a lunch on the lawn.

I see them. The day is hot, but it is cool here.

LESSON XXII.

REVIEW.

Hăl smăl fēed shēep mŭst



Here I see Hăl and his dog.

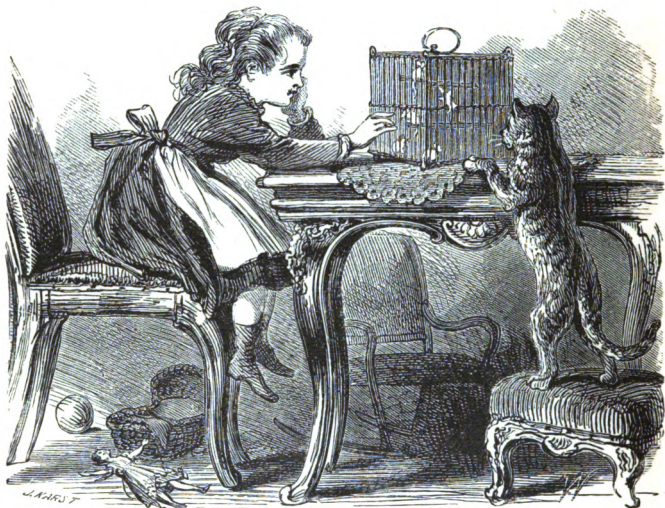
When Hăl was a small boy, and sick, his aunt gave the dog to him.

See Hăl Neal feed the sheep. He has a ripe peach for his lunch.

Fred Neal must not let the sheep feed on the cool lawn.

LESSON XXIII.

sō cāge fēar wīre drōll
āre they fīve mīce spōrt
shē tāme rāre drīve whīte



John Fish gave Nell five white mice. They are in a wire cage.

Nell has rare sport with them, they are so tame and droll.

She must drive off Tab; for they fear a cat.

LESSON XXIV.

REVIEW.

dō ōld bōat fāst how (hou)
ōh hēr gōat mōre does (dŭz)



Oh, this is so droll! See John
Fish drive a tame old goat!

He and Nell are in a boat. They
do not fear. It is rare sport.

How fast the boat does go!

She has more sport with her five
white mice in the wire cage.

LESSON XXV.

rēad īce bōne snōw nor
nēar fīre hōme found Pāul
sēem mīnd Rōse wārm Gāle



Paul and Rose Gale are at home
to-day. Snow and ice are here.

But they do not fear ice nor snow.
They sit and read near the warm fire.

The old dog has found a bone.
He does not seem to mind the snow.

LESSON XXVI.

REVIEW.

slĕd slĭde spōrt flȳ what



Rose Gale said, "O Paul, what sport it is to slide on the ice!

"How fast the sled ran from home, on the snow! Here we seem to fly!"

Fond of fun, they do not mind the warm fire, nor wish to read.

One near them has not found it fun.

LESSON XXVII.

sēe fīne thăt tūne Birch
stir jērķ plāy mūle Chārles
sūit first flūte Dūke sure (shor)



See Charles Birch play the flute
for Duke, his fine pet mule.

Duke does not jerk, nor stir.
The tune seems to suit him.

He is so fast that Charles is sure
to be first in a race.

LESSON XXVIII.

REVIEW.

Grāce rīde ärm kīll bird
sīght wīld Cīd sīng hāwk

Grace Birch
has Cid, a fine
tame hawk, on
her arm.

Grace is fond
of her bird and
kind to him.

Cid does not
jerk, nor stir.

He is sure to suit her.

It is a rare sight to see him fly
up and kill a wild duck for her.

Charles can play a tune on his
flute, and Grace will sing. But she
may first ride Duke, the pet mule.



LESSON XXIX.

fär päth rōad draw Giles
rūn hārd slōw wālk Trūst
sāfe Hārt Hōpe horse schoōl



Hope and Giles Hart are on
the road to school. It is not far.

Old Trust, the dog, can draw them.
See him walk on the hard path.

He is slow and safe ; but he can
run as fast as a horse.

LESSON XXX.

REVIEW.

Jōb fāce līke cāl̄f out
hōld pāil yārd dār̄k work

Giles and Hope
are at school.

Job is hard at
work in the yard.

See him hold
the pail so that
the milk is safe.

This calf has a
dark face. How
slow it seems to drink! It can run
on the walk, or path; but it must
not get out of the yard.

Trust can draw Job Hart far
off on the road, like a horse.



LESSON XXXI.

now wāde brook swēet South
Gũy town cǎtch swĭft clōsed
tūne hook thrēe trout strĭng



School is now
closed. Guy is
out of town.

The day is long.
The air is soft
and sweet.

See him wade
and fish in the
cool brook. It is
fine sport to catch trout in this way.

He has three big fish on a string,
and one on his hook.

This is a swift brook, but it is
safe for Guy South.

LESSON XXXII.

REVIEW.

*Guy South is now out of town.
The school is closed.*

*What a nice time he has! How
sweet the air is!*

*He can wade in the cool brook.
What fine sport it is, to catch
fish in this way!*

*He has a big trout on his hook,
and three on a string.*

His rod is long and slim.

*See him pull out a fish. I
hope he will fill the string.*

*The brook is swift, but Guy
can walk in it.*

LESSON XXXIII.

bĭt	hĭgh	fĭght	bound	mouth
lēap	wolf	fēnce	hound	Frānk
tāke	knōw	lārgē	proud	Spēed
bēār	Kĭng	swift	mount	Strōng



Frank King is proud of Speed, his large hound.

See Speed take the bit in his mouth, like a horse or mule.

Now Frank can mount his dog and ride him in the rōad to town.

Speed is swift and strong. He can leap a high fence at a bound.

He does not know what fear is. He will fight a wolf or a bear.

LESSON XXXIV.

REVIEW.

Speed is a large hound. Frank King may well be proud of him.

He will take a bit in his mouth, like a mule or horse.

Frank can mount Speed and ride him in town, or on the road. He is safe and sure.

This hound is swift and strong. At one bound, he can leap a high fence, or a wide brook.

Frank may trust him; for he does not seem to know fear.

He will fight a fox, a wolf, a bear, or a man.

LESSON XXXV.

băt	ball	lăst .	plāce	books
hōe	rīnd	păss	spāde	wēeks
few	Jūne	Băth	Jāmes	gōurd



James Wade is
at the big spring.
How cool it is!

See him drink
from a cup. It
is the rind of a
gourd.

Last June he
left his home in
town, to pass a
few weeks with his aunt, at Bath.

Hoe, spade, and rake now take
the place of books, and bat and
ball. This is well for a time.

LESSON XXXVI.

REVIEW.

What a fine large spring this is! How sweet and cool!

See James Wade drink. The cup is the rind of a gourd.

James left home last June, to pass a few weeks at Bath, with his dear aunt.

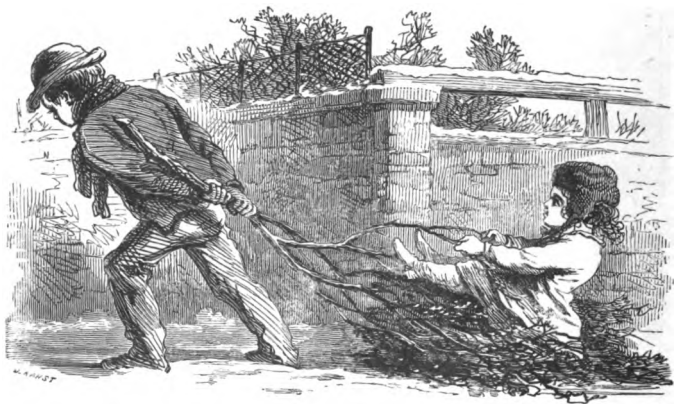
How hot it was in town! The wind did not seem to stir.

Here the air is soft and cool. The wild birds sing.

James has work for play; a hoe, spade, or rake, in place of a book, or a bat and ball.

LESSON XXXVII.

cūt new Bull greāt bēech
âir pull Lūke thīck brōke
fâir bush Mārķ frōst ground



It is a fair day. Frost is in the
air. Snow is on the ground.

Mark Bull broke his new sled.
So he cut a thick beech bush.

See him draw Luke on the bush.

This is great sport for Luke; but
it is a hard pull for Mark.

PART II

CHOICE READINGS

R E A D I N G S.

LESSON I.

or	Fāy	sent	wait	slate
for	fâir	wish	word	noise
nor	hâir	eyes	work	write
all	pets	part	from	learn
lie	side	does	Saul	lunch
too	love	book	Spot	yours
boy	blue	when	down	small

SAUL AT SCHOOL.

SAUL FAY is a small lad. His hair is dark. His eyes are blue. His face is fair.

2. Saul is not a bad boy. He is kind to his cat, his dōg, and his gōat. All his pets love him.

3. Spot is the name of his dog. Spot has big eyes and long ears. Saul is fond of him.

4. When Saul is sent to school, Spot will go too. He will take the lunch in a pail, and go by Saul's side.



5. He will lie down near the door, and wait for Saul. While school is in, he will not bark, nor make a loud noise.

6. Saul is fond of his book. It is like yours. He has read all of the first part. He can read and spell each word.

7. Saul can spell each word by its sounds. He can write on his slate. He can count.

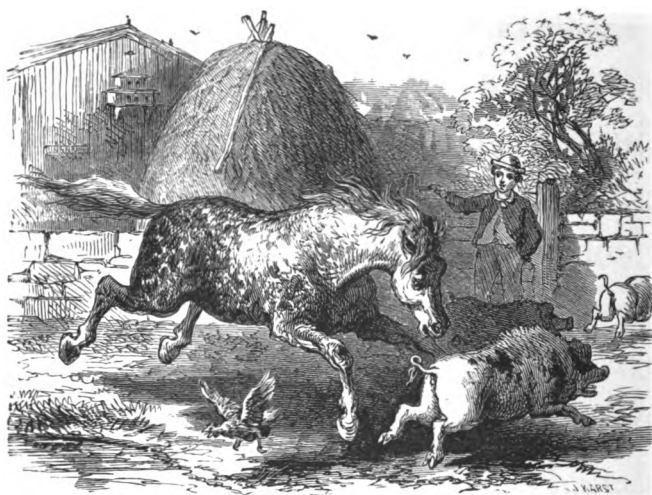
8. He is kind to his mates at school. He loves to work as well as play.

9. I wish all who use this book to do as Saul does (dŭz). Learn to read, spell, write, and count.

10. Be kind to all, bōth in and out of school. Play, and work too.

LESSON II.

Don	kick	back	warm	green
gift	rōll	corn	Ward	græss
tail	that	hand	drive	straw
dirt	limp	cows	clean	Smith
salt	oats	jump	horse	kneel
trot	äunt	mane	stall	bright



THE PET HORSE.

RALPH SMITH has a fine pet horse. His name is Don. He is a gift from Ralph's aunt.

2. Don is a small horse. He is a dark gray. His long mane and tail are white.

3. Don likes to get out of the barn. Then he will run at the cows and the pigs, and bite them.

4. He will put back his ears, and run round and round. He will jump, and kick, and rōll on the green grass.

5. Ralph is kind to his horse. He gëts hay, oats, and corn for him to eat. He feeds him salt from his hand. He gives him drink at the cool crēek.

6. Don has a warm stall, and a clean bed of straw each day. His hair is bright and free from dirt.

7. At a word from Ralph, Don will trot, run, jump, kick, or limp. He will kneel down for Ralph to mount him.

8. Ralph can ride or drive him all day lōng. He will find his way in the dark.

9. Let me say to all who read this book, that you must be kind to your pets, if you wish them to be fond of you.

LESSON III.

my	one	cells	spoil	their
try	self	rude	sting	times
shy	said	have	build	sweet
yět	gold	form	loved	wings
bee	hate	folks	place	broad
vex	pray	wasp	rings	grand
men	they	know	tease	goods
wax	than	come	while	please
why	câre	make	which	sweets

THE WASP AND THE BEE.

“CAN you tell me,” said a wasp to a bee whom he met one day, “why men are so rude to me, while they are so fond of you?”

2. "We bōth have wings, we both love sweets, and we both sting folks when they vex us.

3. "I have broad gold rings round my form, which make me much mōre fine than you are."

4. "I am much more with men than you are, both in the house and out of it. Yĕt they hate me and try to kill me.

5. "But you do not come near men, you are so shy. Yet they build you a grand house, and put it in a nice place.

6. "They take care of you at all times, and feed you when the cold days come. Pray, why is this so?"

7. The bee said: "You do not serve them. You vex them, and

spoil their goods. Why should they like you, and wish to see you?

8. "But they know that I work all day löng. My wax is neat and white. I fill my cells with sweet food for their use.

9. "If you wish to be loved, tease less and please mōre. Do not live so much for self, but try to be of use."



LESSON IV.

joy	lace	Nell	tales	turns
hall	kiss	door	birth	stairs
new	dine	calls	chain	break
now	well	fruit	smile	choice
Ann	vase	Hale	stand	thread
Dan	head	good	greet	bought
knit	some	what	sweet	pa pä'
knob	town	quite	watch	mammä'

THE BIRTH-DAY.

ANN HALE, and Dan, and Nell were up at break of day.



Here they stand at the head of the stairs. Why do they do so?

2. They stand here to greet mamma. It is the first day of

March. This is the day of her birth.

3. Now they hear her. The knob of the door turns. They are so glad that they do not know what to say, or do.

4. Mamma comes out. She is quite well. She has a kind word, a sweet smile, and a kiss for each.

5. Papa calls, and they go down stairs. They find him in the hall. He has a new gold watch and chain for mamma.

6. Ann has knit some thread lace for her. Dan has some choice fruit. Nell gives her a fine white vase. Papa bought the vase.

7. They are not to go to school to-day. They are to play, a part of the time. It is to be a day of joy.

8. They are to have a drive with papa and mamma. They are to go far out of town. They are to dine with their kind aunt.

9. At night, papa will read some nice tales from a new book. All will sing. Mamma will hear them pray. Each will say, "Good-night, mamma."

LESSON V.

foe	look	still	crēpt	fright
got	kept	sure	cătch	fierce
size	true	floor	great	smells
jam	trap	gave	death	mouse
just	hurt	peep	bread	cheese
hole	been	lived	young	crumbs
hold	once	tōast	where	thought

THE YOUNG MOUSE.

A YOUNG mouse lived in a big box where sweets were kept. She had each day bread and jam, or nice cake.

2. She would come out to peep at the folks, while they sat at their meals. Once she crēpt down on the floor, and got the crumbs, and no one hurt her.

3. She would have been free from

care, had it not been for a big white cat. Once this cat gave her a great fright, and then she was glad to get back to her hole.

4. One day she came home to the old mouse in great joy. She said, "Our good folks here have made a house for me to live in.



5. "I am sure it is for me, for the door is just my size. The bad cat, which I fear

so much, can not get in.

6. "They have been so good as to toast some cheese and put it in for me. O, how nice it smells!

7. "I should have run in at once and made it my home, but I thought I would tell you first. Now we bōth can go and live in it, for it will hold us both."

8. "My dear child," said the old mouse, "I am glad you came to tell me first, for this fine house is a trap.

9. "If you had gōne in, you would not have come out; but you would have been put to death in some way.

10. "Man, it is true, has not so fierce a look as a cat. Still he is as much our foe, and he has mōre ways to cātch us."

11. Let the young tell the old what they wish to do, and learn of them how they may be kept from much harm.

LESSON VI.

kin	task	done	field	trust
ask	wise	none	state	cause
told	crop	your	thing	heard
help	hark	dawn	think	wheat
next	want	mean	those	friends

THE LARKS.

“DEAR child,” said a wise old man to me, “learn your own task. If you want to make sure that a thing is done, you must work at it with your own hands.”

2. That you may know just what I mean, I will tell you a fine tale of a lark and her young.

3. A lark had a nest of young birds in a field of wheat. One day a man and his son came to look at the state of the crop.

4. "Well," said the man to his son, "I think this field of wheat is ripe, so now go and ask our friends to help us cut it. I am quite sure that they will be glad to come."

5. The young larks were in a great fright.

When the old bird came to her nest, they told her what they had heard.



6. "So they look to friends for help," said she. "Well, I

think we have no cause for fear."

7. The next day the man came back. As he saw no friends in the

field, he told his son to ask those near of kin to help them. "They will not fail to come," said he.

8. This the young birds heard, and they told it to the old one, when she came home to her nest.

9. "Fear not," said she; "for I do not see that men go much out of their way to help those that are near of kin."

10. Soon the man found that no one came. Then he said to his son, "Hark you, John! we will trust to none. You and I will cut the wheat at dawn of day."

11. "Now," said the old lark, "we must go; for when a man takes his work in his own hands, it is sure to be done."

LESSON VII.

fell	clāy	shall	stōre	street
life	east	fresh	roōts	closed
how	rōde	leave	ēarth	leaves
clod	mēre	piēce	smelt	chānce
gate	York	there	Tenth	strānge
took	Kēan	Maud	Grand	whence

MAUD AT THE GATE.

MAUD KEAN is a dear young friend of mine. Here



she is at the gate.
Why is she here?
I shall tell you.

2. Maud lives with her papā and mammā in New York. Their house is in West Tenth Street.

3. Her papä has a large störe in Grand Street. He can not leave his store to go far out of town.

4. But now the dāys are hot, and the schools in town are all closed. Maud and her mammä are at her äunt's house. It is ten miles from their home.

5. One day her papä and I rōde out to take tea with them. We found Maud at the gate. She was there to greet us. O, how glad she was to see us!

6. As Maud can read quite well, I gave her a new book. When tea was done, she read from it this fine tale:

7. "A man in the East by chance took up a piece of clāy which lāy

in his pāth. He thought it strānge that is smelt so sweet.

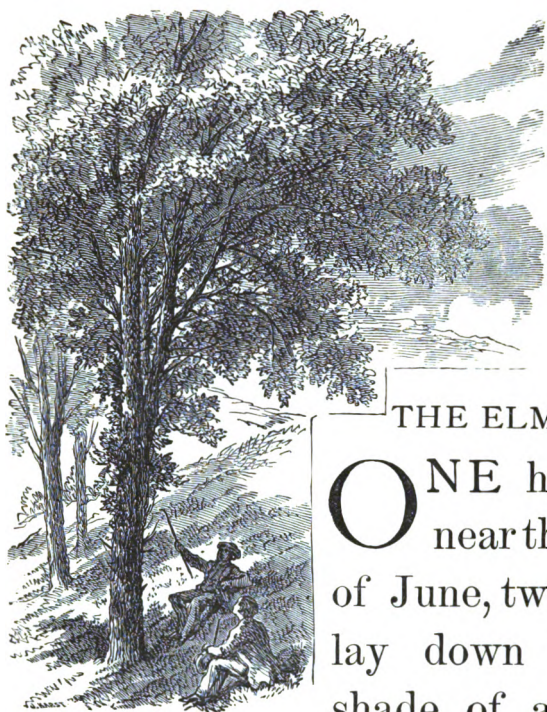
8. "It is but a poor piece of clāy," said he. "It is a mere clod of earth, yet how sweet it is! How fresh!

9. "But whence has it this smell?" The clay said, "I lived lōng with the rose. I gave life to its roots. Its red leavés fell on me."

10. Learn from this to make friends with the good, if you wish to be like them.

LESSON VIII.

sirs	rest	rāys	clōse	shāde
elm	tree	fault	limbs	mōved
two	ease	tired	beārs	looked
puff	mōle	blind	seems	pleased



THE ELM TREE.

ONE hot dāy near the close of June, two men lay down in the shade of an elm, to get out of the rays of the sun.

2. As they lay there at their ease, they looked up at its big limbs and its green leaves: “An elm tree bears no fruit,” said one of them.

3. “It is quite true,” said his

friend, "and it seems but a poor thing; for it is of no use to man."

4. The elm tree was not pleased. A puff of wind moved its limbs, and it said, "Sirs, you must be as blind as you are bad."

5. "Hot and tired, you come here to rest in the cool shade I give."

6. "Yet you find fault with me, as a thing that is of no use to man."

7. He who can see no use in those things which do not give food to man, is as blind as a poor mole.

LESSON IX.

tie	less	puss	läugh	thōugh
rid	glee	such	heart	caught
tug	tink	hung	speak	naught
wit	skin	grew	guess	sought

bell vain trick flight sēarch
lāst neck wōre minds shelves
fāst seen right plague through

THE RAT WITH A BELL.

AN old house was so full of rats that but few things could be kept from them. They got at the meat, though hung near the roof.

2. Shelves let down from the top could not keep the cheese and cakes from them. They ate their way to the stōre room and got at the sweets.

3. They bit through doors and floors, and ran up and down the rooms. The cats could not get at them. They were too well fed to come near traps.

4. At last, one with less wit than the rest was caught. On him the

folks made up their minds to try a new trick. This was to tie a bell round his neck, and then let him go.

5. Full of joy, now he was free, the rat ran to his hole, in search of his friends. Far öff, they heard the bell go tink, tink. They thought it was a foe, and ran as fast as they could, some this way and some that.

6. The rat with the bell ran too, and soon made a guess at the cause of their flight. When he came near they were all up and öff. Not a tail of them was to be seen.

7. He ran his old friends from hole to hole, and from room to room. Now and then he would stop and läugh at their fears. So he soon drove all of them from the house.

8. "That is right," said he, "the less there are, the mōre for me." He ate and ate, and was in great glee. This was well at first, but he soon grew sick of such a life.

9. He had no one to speak to, no one to care for him. He would have been glad to go with his friends once more, as of old.

10. But how was he to get rid of his bell? He gave a pull and a tug with his feet, and wōre the skin off his neck; but all in vain. The bell was now the plague of his life.



11. He went from room to room, and sought to let one of his friends see him: they all kept out of his way. At last, sad and ill, he fell in the way of puss, and was caught at once.

12. If you do not wish to lose all the joy you have with your friends, do naught to make them fear you. Fear and love can not live in the same heart.

LESSON X.

aid	left	Fisk	clung	spoilt
bat	rail	heed	pride	pulled
son	ball	rage	broke	thrash
fall	late	bank	needs	choose
end	rich	mire	harsh	sprang
few	tōne	ditch	thrōw	clothes
slid	dēaf	stuck	shame	reached

VAIN PRIDE.

GEORGE FISK is the son of a rich man. He has nice food, fine clothes, and all that he needs.

2. One bright, warm day, George was out at play with his bat and ball. His ball fell in a field of corn, where a poor boy was at work.

3. "Throw that ball to me," said he, in a harsh tone. But the boy took no heed of this. George then said, in a tone still mōre harsh, "Do you not hear what I say?"

4. "Yes, yes; I am not dēaf," said the poor boy.—"O, are you not? then throw my ball here."

5. "I do not choose to," said the boy.—"Do not choose to? If I come to you, I will make you choose it."



6. "May be not," said the boy.—
"If I come on that side the fence,
I will thrash you. Then we shall
see if you choose to or not."

7. At this, the boy gave a loud
laugh. In his rage, George sprang
up to the top of the fence. But a
rail broke, and he fell into a deep
ditch, which was full of mud.

8. He could not get out. His feet

stuck in the mire, or slid from the bank. He first lost his right shoe, and then his left. The mud spoilt his new hat and clung to his clothes.

9. At last, the poor boy came to his aid. With one hand on the end of an old log, he reached down and pulled him out.

10. George could not so much as look up at him, or speak, for shame. He ran home in this sad state.

11. Why did he not say, in a kind tone, "I will thank you to throw my ball to me?"

12. If a boy speak in a harsh tone, he will find few to serve him. Vain pride, soon or late, is sure to have a fall.



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